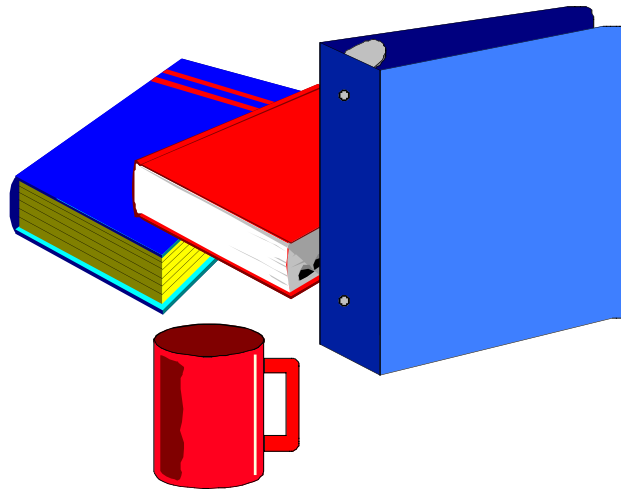


**Direct Support Professional Training
Year 2**

Teacher's Resource Guide



Session #6

Positive Behavior Support: Strategies to Ensure Success

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	Positive Behavior Support: Understanding Behavior as Communication	3 hours
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	Teaching Strategies: Personalizing Skill Development	3 hours
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
Total Class Sessions		12
Total Class Time		35 hours

Session: 6
Topic: Positive Behavioral Support: Adapting Support Strategies to Ensure Success

Core Objectives: Upon completion of this session, the DSP should be able to:

1. Demonstrate effective methods to teach positive replacement behaviors and support existing positive behaviors
2. Identify and teach replacement behaviors and skills (social and communication skills, relaxation and coping strategies, etc.)
3. Promote choice-making and predictability
4. Provide meaningful reinforcements to encourage positive behaviors while minimizing reinforcement for challenging behavior
5. Collaborate with family and support team to implement support strategies and monitor progress.
6. Document progress
7. Develop and adapt support strategies to ensure progress

Time:	<i>Introduction and Key Words</i>	5 minutes
	<i>Samples of Replacement Behaviors</i>	5 minutes
	<i>Teaching Replacement Behaviors Guidelines</i>	10 minutes
	<i>Activity: I.D. Behavior Meaning & Replacement Behaviors</i>	20 minutes
	<i>Developing Support Strategies</i>	15 minutes
	<i>Activity: Identify Replacement Behaviors & Skills</i>	20 minutes
	<i>Charting Progress</i>	10 minutes
	<i>Changing Support Strategies When They Don't Work</i>	15 minutes
	BREAK	15 minutes

<i>Meaningful Reinforcement</i>	15 minutes
<i>Activity: What About Your Reinforcers?</i>	20 minutes
<i>Optional Activity and Discussion</i>	15 minutes
<i>Practice Questions</i>	10 minutes
<i>Ending the Session</i>	5 minutes

Total Time	180 minutes
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- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and Powerpoint application;
 - Hard copy of overheads or disk with Powerpoint presentation;
 - Some blank overheads, a flipchart, or chalkboard with markers, chalk, etc.; and
 - *Resource Guide* for all class participants

Preparation

Instructor should read over the presentation outline, becoming thoroughly familiar with the information and instructions for the presentation. The information could be presented verbatim or paraphrased, as long as the essential information is conveyed.

Introduction

Do

Show overhead #1

Say

In Session 6, we'll be talking about successful positive behavior support strategies.

Key Words

Do

Show overhead #2

Say

Let's look at the key words for today. (Refer to the page number in the resource guide.)

They are:

- Replacement Behavior
- Reinforcement
- Charting Progress
- Support Strategies
- Support Plan

Your Presentation Notes

Session 6: Positive Behavior Support

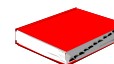


Adapting Support Strategies to Ensure Success

Session #6, Overhead 1

Key Words

- Replacement Behavior
- Reinforcement
- Charting Progress
- Support Strategies
- Support Plan



Session #6, Overhead 2

Remember, you can find the definitions of these words at the end of the *Guide* for this session and in the Session #12 *Guide*.

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

Teaching Replacement Behaviors and Skills

Say

Now, let's talk about one of the most important parts of positive behavior supports - teaching positive replacement behaviors as an alternative to challenging behaviors.

Do

Show overhead #3

Say

When we observe and understand why a challenging behavior is occurring, we need to identify what skill or behavior might work better for the individual and teach that replacement/alternative behavior.

Remember, behavior is communication.

Your Presentation Notes

Replacement Behaviors & Skills

**Teaching replacement
behaviors & skills**

**as an alternative to
challenging behavior**

**is one of the most
important things to know
about Positive Behavior
Support**

Session #6, Overhead 3

Do

Show overhead #4

Say

The single most helpful strategy to use in identifying replacement skills (or behaviors) to teach is meeting and/or collaborating as a team with the people that know the person the best. The more ideas you get, the better the chances are that you will be successful. Remember, the best way to help someone learn an alternative to a challenging behavior is to teach it.

Do

Show overhead #5

Say

Here is a list of some of the areas you should look at when trying to identify positive replacement skills to teach:

- communication skills
- social skills
- assertiveness skills
- hobbies, leisure & recreational skills
- self-care, domestic, and community living skills
- coping strategies and problem solving skills
- new daily routines

Your Presentation Notes

Most Helpful

The single most helpful strategy to use in identifying replacement skills is to

meet and work together as a team

with the people that know the person best

Session #6, Overhead 4

Samples of Replacement Skills

- communication skills
- social skills
- assertiveness skills
- hobbies, leisure and recreational skills
- self-care, domestic, and community living skills
- coping strategies and problem solving skills
- new daily routines

Session #6, Overhead 5

Do

Show overhead #6

Say

Now let's review four important guidelines for successfully teaching replacement behaviors:

1. The replacement behavior must serve the same purpose as the challenging behavior.

For example, when a person is using a challenging behavior to “get attention”, then the replacement behavior we are teaching should help the person to “get attention” in a more socially appropriate way.

2. The replacement behavior must receive “payoff” (reinforcement) as soon or sooner than the challenging behavior.

We want to make sure that the new replacement behavior is reinforced just as quickly as the challenging behavior. For example, if a person throws things to “stop” an activity they don't like, when we teach a replacement behavior (like signing or asking for a break from the activity) we want to be sure that they can leave, or “stop” the activity just as quickly as when they threw things.

Your Presentation Notes

Four Things to Remember

The replacement behavior must:

1. serve the **SAME PURPOSE** as the challenging behavior;
2. receive “payoff” (reinforcement) as soon or sooner the challenging behavior;
3. get as much or more “payoff” (reinforcement) than the challenging behavior; and
4. just as easy (or easier) to do as the challenging behavior.

Session #6, Overhead 6

3. The replacement behavior must get as much or more “payoff” (reinforcement) than the original challenging behavior.

For example; if a person removes all their clothes in aisle 7 at Walmart and everyone in the store notices, then our challenge is to find a new, more socially appropriate replacement behavior that ALSO allows the person to get lot's of people to look at them! (Maybe this person needs to be participating in Karaoke nights, talent shows, or other performing arts.)

4. The replacement behavior must be just as easy (or easier) to do than the challenging behavior.

When a replacement behavior is more difficult to use (or perform) than the original challenging behavior, the person often goes back to using the challenging behavior, because it's easier to do! For example, let's say a person screams when they want help from staff. The replacement behavior is to find a pencil and paper and write a paragraph or draw a picture about what is bothering them BEFORE staff helps them. Over time, they might find that screaming is a lot easier (and quicker) than writing a complete paragraph!

Your Presentation Notes

Activity: Behavior Meaning and Replacement Behaviors

Say

Let's work on an activity to practice identifying replacement skills.

Say

In this activity, you will be working together as a team to list some positive replacement behaviors and skills as an alternative to the challenging behaviors listed. Remember, as a group, you will almost always come up with more ideas. The more ideas, the better!

Do

Split the participants into groups of 3-5 people. Assign one of the three questions to each group to work on.

Say

To complete this activity, you must work together as a team on the one question assigned to you. Your job is to write down as many positive replacement behaviors and skills that you can think of for the challenging behavior. The questions are on pages (refer to the page numbers) in the Worksheets and Activities section of your Resource Guide.

Your Presentation Notes

Activity:
Identifying Positive Replacement Behaviors & Skills

Directions: Please work on this activity in small groups (3 – 5 people) so that you can problem-solve together as a team. Based upon the assessment information given below, think of as many *positive replacement behaviors* and skills as you can for each situation. Be sure to list replacement behaviors that serve the SAME PURPOSE as the challenging behavior!

1. Tanya has a history of hitting and scratching her stomach. She does not have any verbal language. From staff and family observations and A-B-C data, you have found out that one of the main reasons that she hits and scratches her stomach is when she is experiencing menstrual pain. When she hits and scratches her stomach, staff now know that Tanya has a prescription in her file for Advil or Motrin as needed.

What could you teach Tanya to do instead of hitting or scratching her stomach to indicate that she is in pain and needs medication?

2. Leon has a habit of hitting or slapping people on the back. The A-B-C data shows that when people turn around after they get hit, Leon smiles and says "Hi". The Motivation Assessment Scale shows that Leon is hitting and slapping people for reasons of attention. Based on the data, Leon's support team believes that he hits and slaps people on the back to start a conversation.

What are some replacement skills you could teach Leon that would be more positive ways to start a conversation?

3. Robert loves to talk to people and has great conversation skills. Robert has 11 other housemates, but he likes to talk to staff rather than his housemates. The challenge is that Robert wants to talk to the staff even when they are helping others. When staff tell Robert that they can't talk with him, Robert becomes upset and often runs away from the house and staff have to chase him. The A-B-C data shows that when Robert goes out in public places, he RARELY gets upset. The Motivation Assessment Scale shows that Robert gets upset and runs away because he wants attention. The home where Robert lives takes Robert out in the community once each week. Based on this information, Robert's team has realized that he NEEDS MORE OPPORTUNITIES TO GO OUT INTO THE COMMUNITY AND/OR TALK TO PEOPLE.

What ideas can you think of that will help Robert to have more opportunities to go out into the community and/or talk with people?

Do

Show overhead #7

Say

Remember to look at these areas to help you think about types of replacement skills. Be sure to list replacement behaviors that serve the SAME PURPOSE as the challenging behavior! (**Note:** For this activity you will need a flip chart, chalk board, or blank overheads to record answers.)

Do

Give participants about 5-10 minutes to work on their assigned question. When the groups have finished -

Show overhead #8

Say

Let's start with the groups that worked on **Tanya**.

Ask

What could you teach Tanya to do **instead** of hitting or scratching her stomach to indicate that she is in pain and needs medication?

Do

Use a blank overhead transparency, a flip chart, or a chalk board to write down a list of Positive Replacement Behaviors that the

Your Presentation Notes

Samples of Replacement Skills

- communication skills
- social skills
- assertiveness skills
- hobbies, leisure and recreational skills
- self-care, domestic, and community living skills
- coping strategies and problem solving skills
- new daily routines

Session #6, Overhead 7

Tanya

Tanya has a history of hitting and scratching her stomach. She does not use words to talk. From staff & family observations and A-B-C data, you have found out that one of the main reasons that she hits and scratches her stomach is when she is experiencing menstrual pain. When she hits and scratches her stomach, staff now know that they should give her a PRN of Advil, or Motrin, which is prescribed to be used as needed for menstrual pain by her Doctor.

What could you teach Tanya to do instead of hitting or scratching her stomach to indicate that she is in pain and needs medication?

Session #6, Overhead 8

participants came up with. When they have finished giving their answers, put up the next overhead to see how their answers compare to the variety of answers on the overhead.

Do

Show overheads #9 and #10

Do

Review the answers for Tanya and add any additional answers the group provided.

Repeat the instructions above for **Leon**, while showing the following overheads:

Show overheads #11, #12

Some Ideas for Tanya

- Teach her to use the sign for "hurt" when you notice that she is showing signs of pain.
- Teach her to touch or point to her stomach (instead of hitting it or scratching it) when it hurts.

Session #6, Overhead 9

Your Presentation Notes

Some Ideas for Tanya

- Teach her to point to a picture or card that says "my stomach hurts." Once she can do this, help her to keep this card in her wallet or purse (or at least have it available for her to use) so she can get it out and show a DSP when she feels menstrual pain.

- Other Ideas?

Session #6, Overhead 10

Leon

Leon has a habit of hitting or slapping people on the back. The A-B-C data shows that when people turn around after they get hit, Leon smiles and says "Hi!". The Motivation Assessment Scale shows that Leon is hitting and slapping people for reasons of attention. Based on the data, Leon's support team believes that he hits and slaps people on the back to start a conversation.

What are some replacement skills you could teach Leon that would be more positive ways to start a conversation?

Session #6, Overhead 11

Some Ideas for Leon

- Teach Leon to say "Hi" **BEFORE** he hits someone to start a conversation.
- Teach Leon to GENTLY TAP or touch people on the back or shoulder to start a conversation. (This will probably work best!)

- Other ideas?

Session #6, Overhead 12

Do

Review the answers for Leon and add any additional answers the group provided.

Do

Repeat the instructions above for **Robert**, while showing the following overheads:

Show overheads #13, #14, #15 and #16

Your Presentation Notes

Robert

Robert loves to talk to people and has great conversation skills. Robert has 11 other housemates, but he likes to talk to staff rather than his housemates. The challenge is that Robert wants to talk to the staff even when they are helping others. When staff tell Robert that they can't talk with him, Robert becomes upset and often runs away from the house and staff have to chase him. The A-B-C data shows that when Robert goes out in public places, he RARELY gets upset. The Motivation Assessment Scale shows that Robert gets upset and runs away because he wants attention.

Session #6, Overhead 13

Robert

The home where Robert lives takes Robert out in the community once each week. Based on this information, Robert's team has realized that he NEEDS MORE OPPORTUNITIES TO GO OUT INTO THE COMMUNITY AND/OR TALK TO PEOPLE..

What ideas can you think of that will help Robert to have more opportunities to talk with people?

Session #6, Overhead 14

Some Ideas for Robert

- **Teach Robert to ask staff when they will be able to talk to him.**
- **Teach Robert how to make a phone list of family & friends that he can call.**
- **Provide him with MORE OPPORTUNITIES to get out of his home and into the community!**

Session #6, Overhead 15

Some Ideas for Robert

- **Help Robert develop a variety of community connections that he can be involved in every week, such as:**
 - Church or Temple activities
 - Social & Hobby Clubs
 - Self Advocacy Groups like "People First"
 - Sporting Events & Leagues
 - A Community College Class
- **Other ideas?**

Session #6, Overhead 16

Developing Support Strategies

Do

Show Overhead #17

Say

One of the key concepts in Positive Behavior Support is to *teach a positive*

REPLACEMENT behavior or skill as an alternative to a challenging behavior. Once we understand the “function,” or meaning of the behavior, we want to teach the person a more appropriate way to get their needs met.

Things We Can Change about How We Support People

Say

Now we’re going to look at some things we can change about how we support people.

These strategies can become a part of a behavior support plan. Let’s look at some strategies we can use before the behavior happens or **Antecedent Events**.

Do

Show overhead #18 (see following page)

Do

Point to the statement and say

Use teaching strategies that match the persons learning style.

Your Presentation Notes

Replacement Behaviors & Skills

Teaching replacement behaviors & skills

as an alternative to challenging behavior

is one of the most important things to know about Positive Behavior Support

Session #5, Overhead 17

Developing Support Strategies

ANTECEDENT <i>What happens BEFORE</i>	BEHAVIOR <i>What happens DURING</i>	CONSEQUENCE <i>What happens AFTER</i>
<p><u>Things we can CHANGE:</u></p> <p>Use teaching strategies that match the persons learning style.</p> <p>Provide MORE CHOICE (in ALL areas of life)</p> <p>Remove or change some of the behavior “triggers”</p> <p>Make life more predictable for the person:</p> <p>Use calendars and pictures;</p> <p>Rehearse what you will do BEFORE you do it; and</p> <p>Help people develop routines they enjoy.</p>	<p><u>Things we can CHANGE:</u></p> <p>TEACH new, socially acceptable behaviors and skills to REPLACE challenging behaviors.</p> <p>Teach a more appropriate way to get his/her needs met.</p> <p>Work closely with physicians to monitor medications, medical issues and possible side effects.</p> <p>Increase and reinforce appropriate skills that the person ALREADY HAS!</p>	<p><u>Things we can CHANGE:</u></p> <p>Focus on what the person is doing well, instead of what they are not doing well.</p> <p>“Catch ‘em when they’re GOOD!”</p> <p>Have a plan to reinforce replacement skills and positive behaviors.</p> <p>Reward and celebrate small successes! Don’t demand perfection.</p> <p>Ignore the behavior, NOT THE PERSON.</p>

Session #5, Overhead 18

Developing Support Strategies

ANTECEDENT

***What happens
BEFORE***

Things we can CHANGE:

Use teaching strategies that match the persons learning style.

Provide MORE CHOICE (in ALL areas of life)

Remove or change some of the behavior “triggers”

Make life more predictable for the person:

Use calendars and pictures;

Rehearse what you will do BEFORE you do it; and

Help people develop routines they enjoy.

BEHAVIOR

***What happens
DURING***

Things we can CHANGE:

TEACH new, socially acceptable behaviors and skills to REPLACE challenging behaviors.

Teach a more appropriate way to get his/her needs met.

Work closely with physicians to monitor medications, medical issues and possible side effects.

Increase and reinforce appropriate skills that the person ALREADY HAS!

CONSEQUENCE

***What happens
AFTER***

Things we can CHANGE:

Focus on what the person is doing well, instead of what they are not doing well.

Have a plan to reinforce replacement skills and positive behaviors.

Reward and celebrate small successes! Don't demand perfection.

Ignore the challenging behavior, NOT THE PERSON.

Provide MORE CHOICES for the individual in ALL areas of life.

Remove or change some of the behavior “triggers.”

Say

We should match our teaching style to the persons learning style to ensure that we are maximizing their learning. The best teaching strategy is to use ALL learning modalities when we teach: Teach by saying; showing and modeling with visual cues and gestures; and by actually DOING; role playing and practicing the skill in the actual setting where we want the person to display that skill or behavior. We'll spend the next two sessions learning more about teaching strategies.

To provide more choice making opportunities, we should look at a variety of areas, including choice in schedule, activities, and menus. We also need to look at how we are exposing the people we support to a variety of NEW activities, places, events, hobbies and people so they have a wider array of things that they know and can choose from.

Often, some of the things that we say or do can lead to behavioral issues - these are called “triggers.”. Just changing some of the ways we support the person (by removing things that are triggers) can help assist the person to improve their behavior.

Your Presentation Notes

Do

Point to the statement and say

Make life more predictable for the person:

- Use calendars and picture schedules.
- Rehearse what you will do **BEFORE** you do it!
- Help people develop routines they enjoy.

Say

Calendars and written notes, schedules and information are fairly simple ways to provide visual information to people who need assistance understanding information. These are also normal strategies that we use to help keep ourselves organized in our lives. We can also use pictures and symbols for individuals who cannot read.

Verbally rehearsing what we will be doing, when we will be doing it, how long the activity will last, and other expectations regarding behavior are another excellent way to help people to understand what is expected from them and what they can expect from an event or activity. This helps people feel more in control of what is happening.

It is extremely important to assist people to develop **routines** they are comfortable with,

Your Presentation Notes

and to respect routines that are important to them. Routines help provide people with structure and a sense of control in their lives.

Say

Now let's look at some strategies that we can use when challenging behaviors happen.

Do

Point to the statement and say-

We should try to TEACH new socially appropriate behaviors and skills to REPLACE challenging behaviors. Teach the person a more appropriate way to get their needs met.

Say

Again, when people display challenging behaviors, we want to teach them a new, socially appropriate behavior or skill to get their needs met. We need to identify a new behavior or skill that meets the same need (serves the same function) as the challenging behavior. We did this in the exercise we just completed and will go over more samples of replacement behaviors and skills later in this session.

Your Presentation Notes

Do

Point to the statement and say -

The support team should work closely with physicians to monitor medications, possible side affects, and medical issues.

Say

Working with Doctors, Neurologists, Psychiatrists and other medical professionals is essential in assessing medical issues that influence behavior.

The person's challenging behavior may be the expression of a symptom of illness, pain, or discomfort.

Or the behavior may be related to a side effect of a prescribed medication.

We need to share behavior data and progress notes with Doctors and ask specific questions about possible side affects of prescribed medications.

If there is a medical problem, once it is diagnosed and treated, challenging behavior issues will likely disappear. There will no longer be a need to communicate the symptoms of the illness through behavior.

It is also important to reinforce and provide positive feedback for appropriate behavior

Your Presentation Notes

and skills. This will strengthen the appropriate behavior and motivate the person to do it again. If we don't provide positive feedback and reinforcement to people when they are acting appropriately, their appropriate behaviors may stop!

Say

Now let's look at some strategies we can use after the behavior called **Consequences**.

Do

Point to the statements and say -

Focus on what the person is doing correctly, instead of what they are doing wrong.

Say

In general, we find that the behavior we focus on and pay attention to is the behavior that increases over time. All too often our focus is on problem behaviors. We should try to make sure that we pay more attention to the behaviors we want to see more of (the good stuff) instead of paying more attention to the behaviors we don't want to see (the not so good stuff!) That's why good teachers have always made a habit of catching students when they're good and rewarding that behavior in some way.

Do

Point to the statement and say

Have a plan to reinforce replacement skills and positive behaviors.

Reward and celebrate small successes! Don't demand perfection.

Say

We need to make sure there is a plan to reinforce and provide positive feedback and some type of "pay-off" for replacement behaviors. This is especially important when people are just learning a new skill or replacement behavior. We want to provide a higher level of reinforcement at first to "pay off" the behavior when it happens. Over time, as the person learns the skill, our plan should be to fade the reinforcement.

Nobody is perfect. Even when behaviors are improving and people are making progress, there will still be mistakes and bad days. It is important to celebrate the small successes; this feels great for all of us. If we demand giant steps or perfection, we may never have anything to celebrate! Try to focus on and pay attention to the "good stuff" people do!

Your Presentation Notes

Do

Point to the statement and say-

Ignore the behavior, NOT THE PERSON.

Say

It is good practice to ignore challenging behavior when it occurs, while trying to focus on positive things that the person is doing. For example, when someone is constantly asking the same question, we can redirect an inappropriate topic to one that is more relevant or appropriate to allow a conversation to continue. Generally, when we try to completely ignore the person (instead of just the behavior), the behavior may get worse and possibly escalate into a more dangerous behavior.

Say

Now let's practice what we've learned by working on an exercise to identify Replacement Skills.

Activity: Identify Replacement Behaviors and Skills to Teach as an Alternative to the Problem Behavior

Do

Refer participants to the appropriate page in their *Resource Guide* and have them split into groups of 2 to 4.

Your Presentation Notes

Activity: Identify Behavior Meaning and Skills to Teach as an Alternative to the Challenging Behavior

Directions: In small groups, read and discuss the following A-B-C data recorded on Jack's behavior. He has been spitting at others a lot more over the past month. Please work together as a team to discuss and answer the questions on the next page.

Antecedent: Jack and his housemates finished dinner and were sitting at the dinner table.

Behavior: Jack spit at the staff.

Consequence: Staff told Jack to go to his room.

Antecedent: On Saturday afternoon, staff asked Jack to get in the van to go bowling with the group.

Behavior: Jack spit at the staff.

Consequence: Staff told Jack he couldn't go bowling and had to stay home.

Antecedent: Jack was part of a group shopping trip to the mall. The group had been shopping for 60 minutes.

Behavior: Jack spit at a community member.

Consequence: Jack was taken to the van.

Antecedent: On Sunday at 6:00 p.m., Jack and his housemates were in the backyard having a barbecue. Jack had just finished his hamburger and meal.

Behavior: Jack spit at a staff member.

Consequence: Jack was sent inside to his room.

Identify Behavior Meaning, continued

As a team, please answer these questions:

1. Identify possible consequences that may be reinforcing (maintaining) Jack's behavior of spitting.
2. Figure out what Jack is either getting or avoiding through his behavior.
3. Identify some replacement behaviors or skills for Jack that he can use in future situations like this as an alternative to spitting. (Remember: The "need" that Jack is expressing through his behavior is normal! It's the behavior he is currently using to get his need met that is inappropriate.)
4. Describe how you would plan to reinforce these new skills.

Ask

Participants to read the A-B-C data recorded on Jack's behavior and to answer the questions:

1. Identify possible consequences that may be reinforcing (or maintaining) Jack's behavior of spitting.
2. Figure out what Jack is either getting or avoiding through his behavior.
3. Identify some replacement behaviors or skills to Jack that he can use in future situations like this as an alternative to spitting.
4. Describe how you would plan to reinforce this new skill.

Remember: The "need" that Jack is expressing through his behavior is normal! It's the behavior he is currently using to get his need met that is inappropriate.

Do

Give participants about 10 minutes in their groups to work on the questions.

Ask

Each group to share their answers for each question.

Your Presentation Notes

Do

Show overhead #19, #20, #21

Review the answers -

The consequence, or outcome, that is repeated in each A-B-C example is that Jack's behavior of "spitting" allows him to get away or escape from the situation, activity, demand, or environment he is in when he spits. Spitting seems to be a good, effective strategy for Jack to escape from groups, places and activities that he doesn't seem to enjoy. Our next step is to teach him another way to communicate his need to get away from these things.

Some examples of replacement skills that will allow Jack to escape or avoid large groups, activities, or places he doesn't enjoy could include:

- Teach to say "No", "I want to leave now", or "I don't want to be here"
- If he has some communication deficits/difficulties:
 - Teach to sign for a "break" when he wants to leave a situation
 - Teach to point to a picture or symbol to indicate his need to leave

The key to success for Jack is that his new replacement skill will have to be just as effective (or better) than the spitting is at getting him away from situations that irritate or annoy him.

Your Presentation Notes

What Does it Get Jack?

1. Jack's behavior of "spitting" allows him to escape from the situation, activity, demand, or environment he is in when he spits.
2. Spitting seems to be a good, effective strategy for Jack to use when he wants to escape from groups, places and activities that he doesn't enjoy.

Session #6, Overhead 19

Possible Replacement Skills

1. Teach to say "No", "I want to leave now", or "I don't want to be here"
2. If he has communication deficits/difficulties:
 - Teach to sign for a "break" when he wants to leave a situation
 - Teach to point to a picture or symbol to indicate his need to leave to others

Session #6, Overhead 20

Possible Reinforcement Plan

- Compliment or praise him for using his new skill and then allow him to have a break from the activity or event as soon as possible. If it is not possible for him to leave the activity when he asks, then the DSP should acknowledge his request and let him know when he can leave or take a break.

Session #5, Overhead 21

The best and simplest way to reinforce Jack's new communication skill of requesting a break is to compliment or praise him for using his new skill and then allow him to have a break from the activity or event as soon as possible. If it is not possible for him to leave the activity when he asks, then the DSP should acknowledge his request and let him know when he can leave or take a break.

Charting Progress

Do

Show overhead #22

Say

One of the most important reasons why we take data is to chart progress. As a DSP, you need to know if the behaviors and skills of the people you support are improving over time, or if they are just staying the same or getting worse. Charting progress helps you to know if your support plan is working or not.

We can take data on behaviors through daily Progress Notes, A-B-C data, Scatter Plots and frequency charts, Behavior Maps and even when we write Special Incident Reports. It is also helpful to speak with other people who support the person (family members, day

Your Presentation Notes

Charting Progress

- It will help you know if the behavior is improving, staying the same, or getting worse.
- It helps us know if the support plan is working or not.
- We can chart progress by taking progress notes and using our data sheets (A-B-C, scatter plot, etc.).

Session #5, Overhead 22

program/vocational, school and residential staff, and the individual him or herself) to get information across a variety of activities and environments and to get different perspectives about what progress is being made. The best way to get this information is to have regular Team Meetings with the individual and his/her family, friends and people who support him/her. Good problem solving and discussion can happen at a Team Meeting.

Changing Support Strategies When They Aren't Working or Change Can Be Good!

Do

Show overhead #23

Say

No support plan should ever be written in stone. There should be regular opportunities to review what is working and what is not working and making changes in the plan to make it more effective. Our goal is to chart progress on a regular basis and make changes to our support plans based on the data we collect to ensure that we continue to see progress.

Your Presentation Notes



Session #5, Overhead 23

One of the most common MISTAKES we make, is that we don't change the support strategies we use when they aren't working!

Do

Show overhead #24, #25

Say

Here are some guidelines for improving and modifying support plans that aren't working to ensure success:

1. Teaching opportunities should happen regularly. We should also try to make good use of "natural" times to teach.

Give this Sample Scenario: You are at the Video Store and a person you support finds out that the video they wanted has already been checked out. This provides a good opportunity for you to help the person to "problem solve" and figure out how they want to handle it. For example: Ask the person if they want to choose another video, or come back another day?

2. If the plan is working, our data should show continual progress and improvement. REMEMBER TO CELEBRATE THE SMALL SUCCESSES!
3. As a rule, team meetings should be held regularly (at least monthly) to review data and find out what is working and what isn't working. In some situations, we would need to meet to review progress more frequently.

Your Presentation Notes

Keeping Support Plans Successful

1. Teaching occurs regularly
2. Data shows continual progress and improvement (celebrate success)
3. Meet with the team to talk about changing support strategies (if needed) based on what is working and what is not working

Session #6, Overhead 24

Keeping Support Plans Successful

4. There may be a need to modify or adapt SOME of the strategies or to add more
5. Teaching is individualized

Session #6, Overhead 25

4. Most of the time we don't need to throw out the entire plan. We may only need to modify or adapt SOME of the strategies we are using, or simply add some more. As a DSP, you should make an effort to participate in these team meetings to share your experiences with others and learn what is working for other people.

Do

Show overhead #26

5. Teaching strategies should be individualized based on the persons learning style, the activity, and location. When you are not sure how a person learns best, try to use ALL learning modalities when you teach.

For example: Say what you want people to learn, Show them what you mean, and Do it with them so they understand how.

Do

Show overhead #27

6. The plan should include the gradual fading of DSP assistance over time to natural cues and consequences.
7. Reinforcement should be based on the INDIVIDUAL'S likes and preferences. If the behavior isn't improving, it could be that the reinforcement isn't meaningful to the person, or that the goal set for the person to earn the reinforcement is too high.

Your Presentation Notes

Teaching is Individualized

Say, Show, Do

Say what you want
someone to learn

Show what you mean

Do it with them

Session #5, Overhead 26

Keeping Support Plans Successful

6. The Plan should include fading to natural cues and consequences

7. Reinforcement should be based on individual likes and preferences

If plans are not working-

- make sure the reinforcement is meaningful
- make sure the goal for reinforcement is not too high

Session #6, Overhead 27

BREAK

Meaningful Reinforcement

Do

Show overhead #28

Say

As we talked about in last year's session on positive behavior support, reinforcement includes any item, event or activity that follows a behavior and makes that behavior more likely to occur again in the future.

A reinforcer is generally something that a person seeks to gain or get more of. These can include certain objects, foods, places, people, and activities.

Do

Show overhead #29

Say

A common mistake we make when we develop reinforcement plans is:

We often forget that reinforcers are different for different people!

We often don't individualize the reinforcers based on the person's likes and preferences.

Your Presentation Notes

Reinforcement

Any item, event or activity that follows a behavior and makes that behavior more likely to happen again in the future

Session #5, Overhead 28

Avoiding Common Mistakes

- **Individualize reinforcers based on someone's likes and preferences**
- **Set goals that allow someone to earn the reinforcement in AT LEAST ONE HALF OF ALL OPPORTUNITIES**

Session #5, Overhead 29

Reinforcement is NOT THE SAME FOR EVERYONE! Even common reinforcers like praise and cookies are not enjoyable to everyone.

When we teach new skills and replacement behaviors, we want to make sure that we are using reinforcement that is meaningful to the person. This is why it is important to have individualized reinforcement plans.

We often set up “Reinforcement Plans” for the entire group without looking at each person's individual preferences. This often means that the “reinforcers” we are providing aren't really reinforcing for the person. The way we know this is when their behaviors don't improve over time. This is often a big reason why people say “The reinforcement plan isn't working”. We need to individualize reinforcers based on what each person enjoys.

Say

A second common MISTAKE we make is:
The criteria, or goal we make for the person to earn the reinforcement is often too difficult for them to actually earn the reinforcement frequently.

Your Presentation Notes

Avoiding Common Mistakes

- **Individualize reinforcers based on someone's likes and preferences**
- **Set goals that allow someone to earn the reinforcement in AT LEAST ONE HALF OF ALL OPPORTUNITIES**

Session #5, Overhead 29

Say

We always THINK we provide lots of reinforcement for everyone we support. However, it's easy to let a day go by without reinforcing someone. When that happens, we are losing ground in trying to help an individual learn a new skill or behavior.

For any reinforcement plan to be effective, a person needs to be able to earn and experience reinforcement frequently. If the person isn't successfully earning a reinforcer, we need to make it easier for them to earn it.

We should also attempt to make our reinforcers as age appropriate and natural as possible. For example, it is inappropriate for a staff to say "Good boy!" to a 40 year old man who has just completed his grocery shopping. A more natural reinforcer might be to ask him if he wants to eat something he bought at the store when he gets home.

As we learned in the last session, sometimes our behaviors are reinforced by social attention, or by getting something, like an item or activity that we want. Other times, our behaviors are reinforced by avoiding or escaping from an activity, place, or situation that is uncomfortable or irritating to us. As we talked about earlier, there are also times when behaviors are caused by illness, pain or discomfort.

Your Presentation Notes

Avoiding Common Mistakes

- Individualize reinforcers based on someone's likes and preferences
- Set goals that allow someone to earn the reinforcement in AT
LEAST ONE HALF OF ALL OPPORTUNITIES

Session #5, Overhead 29

Your Presentation Notes

When we identify replacement behaviors and skills to teach, like we did in the last session, we want to make sure that the outcome or reinforcement for using these new behaviors will meet the same need as the outcome for the problem behavior. If we don't make sure that the new skill works as well or better, the person may return to using the problem behavior again.

For example:

If our assessment data shows us that the person's problem behavior is happening to **"get attention"**, then we want to make sure that the reinforcement for the replacement skill also allows the person to receive social attention. If the person's problem behavior was being reinforced by escaping or avoiding the weekly bowling activity, then we want to be sure that when we teach him to say/communicate "I don't want to go bowling today" that he is reinforced by not having to go.

Everyone needs and enjoys having lots of opportunities to receive reinforcement. Although we use reinforcement strategies to strengthen new skills and positive behaviors, it is also important for everyone to be able to have and do things that are enjoyable to them on a daily basis.

Avoiding Common Mistakes

- **Individualize reinforcers based on someone's likes and preferences**
- **Set goals that allow someone to earn the reinforcement in AT LEAST ONE HALF OF ALL OPPORTUNITIES**

Session #5, Overhead 29

Without having a rich life with things the person enjoys, their behaviors and attitudes will deteriorate and challenging behaviors may get worse!

Say

Let's answer some questions about OUR own reinforcers.

Do

Refer participants to the page in their *Resource Guide* which has the activity titled **What About Your Reinforcers?**

Say

Please take about 5 minutes to answer the questions about your reinforcers.

After about 5 minutes -

Ask

Participants to share and discuss their answers to each question with the group.

Do

You may want to put answers on flip chart or transparency.

When the group has finished discussing their answers-

Ask

How do your answers compare and relate to the lives of the people you support?

Your Presentation Notes

Activity:
What About Your Reinforcers?

1. List some of the reinforcers that you enjoy (include things, activities, foods, music, people, etc.):

2. List some reinforcers that **you need to have every day**.

3. How would you feel if someone told you that you couldn't have those reinforcers today (from question #2).

4. After you have had a real "bad" day (a day when you have made a big mistake, like saying or doing something that might have been truly inappropriate and which you really regretted later), what do you do? Circle the answer that best fits you.
 - a. Do you punish yourself by not doing anything that you enjoy for the rest of the day?
 - b. Do you feel bad about it and go out and do something you enjoy to help you feel better (like shopping, going out to dinner, putting your favorite CD on, meeting with a friend)?
 - c. Something else? Please share: .

Say

It is important for all of us, especially the people we support, to have daily access to things we enjoy. Unfortunately, many of us have been brought up with the notion that we always have to keep “taking away” things people enjoy when they are “bad”, or make mistakes. Yet, when we have a bad day and have made some mistakes, isn't it true that we need some reinforcers in our life to help us get past that situation and feel better about ourselves? Are the people we support any different in what they need when they have a bad day?

When you're working to provide positive behavioral support, it's important to remember that everyone needs reinforcers to get through the day.

Practice Questions

Say

In your *Resource Guide* (refer to the appropriate page), you will find some practice review questions about this session.

Please take a few minutes to read the questions and mark your answers on the practice form.

Wait about 5 minutes

Your Presentation Notes

Say

Let's review your answers.

Do

Make sure that all of the questions are answered correctly and review the information as needed.

Presentation and Review of Optional In-Class Activity

Note: If you have time at the end of this session, here is an optional activity you can use. You could also use this for a homework activity. You can use the teacher's script below for either a wrap-up of this session or as a lead-in to the next session.

Do

Refer participants to the page in their *Resource Guide* for this optional activity titled **Looking at What Happens After the Behavior**.

Say

Here is an activity to learn more about the consequences of behavior. Read the stories and then: (1) underline the possible consequences or pay-off for the behavior; (2) ask yourself *What do you think the person is either "getting" or "avoiding" from his or her behavior?*

Your Presentation Notes

After about 5 minutes

Say

Let's review your answers for this activity.

Do

Show overhead #30

Do

Ask participants to look at the first story about Jessie. (**Note:** You will need an overhead marker). Read through the story and ask participants to share the answers they underlined. Using your marker, underline the answers as they are shared by the participants. (**Note:** The correct answers are underlined on the *Resource Guide* activity worksheet that follows.)

If/when participants give an incorrect answer, have the group discuss why it may or may not be an incorrect answer. Once you have facilitated the group to identify and underline all the possible consequences, ask the following question (from their activity worksheet):

What do you think Jessie is either getting or avoiding through her behavior?

Your Presentation Notes

Optional Activity: Story #1

Jessie, who is visually impaired, was walking to the mailbox and fell over a branch on the path. Staff ran to Jessie and asked if everything was okay. Jessie said yes and returned to the house. The next day Jessie was knocked over by a neighbor's dog and began to cry. Staff again ran out, but this time brought an ice cream bar. Jessie ate the ice cream and said "thank you" to the staff. The next day, Jessie fell in the hallway and immediately began crying even though no visible sign of injury was noticed. Staff asked Jessie if everything was okay and Jessie asked for an ice cream bar and the staff brought one immediately. Since then Jessie has been crying a lot more than in the past.

Session #6, Overhead 30

Optional Activity:
Looking at What Happens After the Behavior

Directions: Read through the story and underline the possible consequences (or what happens after) for the behavior.

Story #1

Jessie, who cannot see very well, was walking to the mailbox and fell over a branch on the path. Staff ran to Jessie and asked if everything was okay. Jessie said “yes” and returned to the house.

The next day Jessie was knocked over by a neighbor's dog and began to cry. Staff again ran out, but this time brought an ice cream bar. Jessie ate the ice cream and said “thank you” to the staff.

The next day, Jessie fell in the hallway and immediately began crying even though no visible sign of injury was noticed. Staff asked Jessie if everything was okay and Jessie asked for an ice cream bar and the staff brought one immediately.

Jessie has been falling down and crying a lot more these past few days than in the past.

What do you think that Jessie is either “getting” or “avoiding” from her behavior?

Answer: Jessie seems to have learned that when she falls down and cries, she can get something tangible, like an ice cream bar. As an alternative to her behavior of falling down and crying, it would be nice to teach her a replacement communication skill like asking for an ice cream bar when she wants one.

Do

Use a flipchart, chalkboard, or a blank overhead to record their answers. When the group has finished giving their answers -

Do

Show overhead #31

Say

Let's compare your answers with these.
(**Note:** The correct answers are underlined on the *Resource Guide* activity worksheet that follows.)

Do

When you have completed the discussion of the first story, move on to the second story.

Do

Show overheads #32 and #33

Do

Ask participants to look at the second story about Chris. (**Note:** You will need an overhead marker). Read through the story and ask participants to share the answers they underlined. Using your marker, underline the answers as they are shared by the participants. (**Note:** The correct answers are underlined on the following page.)

If/when participants give an incorrect answer, have the group discuss why it may or may

Your Presentation Notes

Possible Solutions to Story #1

Jessie seems to have learned that when she cries, she can get something tangible, like an ice cream bar. As an alternative to her behavior of crying, it would be nice to teach her a replacement communication skill like asking for an ice cream bar when she wants one instead of crying.

Other Ideas?

Session #6, Overhead 31

Optional Activity: Story #2

Each day staff spend a lot of time trying to get Chris to finish his assigned chores. His chores include making his bed each morning, setting the table for his dinner, folding his laundry and vacuuming his room. If the weather is nice Chris is also responsible for watering the garden and filling the bird feeders. The only chores Chris seems to do without a problem are the outdoor chores. Chris spends over an hour each afternoon watering and filling the bird feeders. He does not do any of his other chores without throwing things and does not seem to care when he doesn't earn any special privileges because he doesn't do them.

Session #6, Overhead 32

Optional Activity: Story #2

Yesterday, a new morning staff told Chris that if his bed was made fast enough there would be time to water the garden in the morning before work. Chris made the bed in two minutes. In the afternoon, Chris folded the laundry without any argument after being told that the flower bed needed special attention as soon as his regular chores are done. But today, when Chris was asked to set the table, he threw the silverware across the kitchen.

Session #6, Overhead 33

Directions: Read through the story and underline the possible consequences (or what happens after) for the behavior.

Story #2

Each day staff spend a lot of time trying to get Chris to finish his assigned chores. His chores include making his bed each morning, setting the table for his dinner, folding his laundry and vacuuming his room. If the weather is nice Chris is also responsible for watering the garden and filling the bird feeders.

The only chores Chris seems to do without a problem are the outdoor chores. Chris spends over an hour each afternoon watering and filling the bird feeders. He does not do any of his other chores without throwing things.

Yesterday, a new morning staff told Chris that if his bed was made fast enough there would be time to water the garden in the morning before work. Chris made the bed in two minutes. In the afternoon, Chris folded the laundry without any argument after being told that the flower bed needed special attention as soon as his regular chores are done.

Today, when Chris was asked to set the table, he threw the silverware across the kitchen.

What do you think that Chris is either “getting” or “avoiding” from his behavior?

Answer: Chris definitely seems to enjoy his outdoor chores better than his indoor ones. It seems that his behavior of throwing things is serving as a “protest” when he is asked to do indoor chores. He is saying “No”, or “I don’t want to do this” by throwing things. Teaching him an alternative way to say “No” would be more positive than throwing things. It also may be helpful to arrange a daily schedule with labeled pictures to help him see what he is looking forward to. For example: After you set the dishes, you can water the plants, etc.

not be an incorrect answer. Once you have facilitated the group to identify and underline all the possible consequences, ask the following question (from their activity worksheet):

What do you think Chris is either getting or avoiding through his behavior?

Do

Use a flipchart, chalkboard, or a blank overhead to record their answers. When the group has finished giving their answers -

Do

Show overhead #34 and #35

Say

Let's compare your answers with these.
(**Note:** The correct answers are underlined on the *Resource Guide* activity worksheet that follows.)

Ending the Session

Say

Don't forget to look at the key words for the next session. You can find the definitions for a session at the end of the each *Resource Guide*. All of the words for Year 2 are in the **Key Word Dictionary** in the *Resource Guide*, Session #12. Any questions? See you next time.

Your Presentation Notes

Possible Solutions to Story #2

Chris definitely seems to enjoy his outdoor chores better than his indoor ones. It seems that his behavior of throwing things is serving as a "protest" when he is asked to do indoor chores. His is saying "No", or "I don't want to do this" by throwing things.

Session #6, Overhead 34

Possible Solutions to Story #2

Teaching him an alternative way to say "No" would be more positive than throwing things. It also may be helpful to arrange a daily schedule with labeled pictures to help him see what he is looking forward to. For example: After you set the dishes, you can water the plants, etc.

Other Ideas?

Session #6, Overhead 35

Key Word Dictionary

Positive Behavior Support

Session #6

Charting Progress

We can see if a behavior is improving by taking data on the behavior frequency and length, or by recording the damage or injury caused by the behavior. When the data shows that the behavior isn't happening as much as it used to, or is causing less damage & injury, we can say that there is progress. If the behavior stays the same (or gets worse), then there hasn't been any progress over time.

Reinforcement

Includes certain types of attention, toys, objects, foods, people places, activities and things that an INDIVIDUAL seeks to get. What is meaningful to one person may not be meaningful to another person. Since we are all different, it is important that we use reinforcement that is meaningful to the individual.

Replacement Behavior

The new skills and behaviors that we want to teach the person as an alternative to the challenging behavior.

Support Plan

Sometimes called a "Behavior Plan", "Behavior Intervention Plan", or "Behavior Program." It is a written document or plan with goals for teaching certain behaviors & skills and is often included in an individual's ISP, IPP and/or IEP. The Support Plan will usually outline the Support Strategies to be used by the DSP to help the individual to meet his/her goals.

Support Strategies

The ways we teach and help a person to learn new skills and behaviors. They can include how we communicate with and give information to the person, how we try to teach the person new skills, and how we give feedback to the person after they have done something well or made a mistake.

If You Want to Read More About Positive Behavior Support

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Smith, Paul & Professional Growth Facilitators;

For ideas & concepts for developing self-control plans as an alternative to losing control. (P.F.G. has developed a much more extensive 16 hour course covering proactive approaches to dealing with assaultive behavior called *Professional Assault Response Training* (P.A.R.T.).

If You Want to Read More About Positive Behavior Support

The Journal of Positive Behavior Interventions; PRO-ED, Inc.
(800) 897-3202; Web site: www.proedinc.com

This journal includes articles that deal exclusively with Positive Behavior Support and Teaching Strategies for individuals with challenging behaviors. The articles include practical information that can be used by Direct Support Staff, family members and teachers.

O'Neill, R., Horner, R., Albin, R., Storey, K., & Sprague, J. (1997).
Functional assessment and program development for problem behavior: a practical handbook, Pacific Grove, Brooks/Cole Publishing. You can reach Brooks/Cole Publishing at (800)-354-9706.

This handbook is an easy-to-read manual which contains a variety of Functional Assessment tools and formats of Positive Intervention (Support) Plans. It is a "how-to" guide which goes through the process of how to assess behavior and develop a support plan. This is a great tool for anyone who will be developing support plans for individuals with a history of behavior challenges.

